

Course Title: **Argument**– Semester 1 Quarter 2-4

Standards to be covered	<ul style="list-style-type: none">• RL 1, 4• RI 1, 2, 4, 6, 8, 9• SL 1c & d – initiate and participate in collaborate discussions (cooperative groups), building on ideas, questioning and challenging ideas; synthesizing other points of view, evidence, contrasts• 2, 3, 4• L 3; L 6 – learning and applying academic language• WS 1 – write arguments to support claims, using logic and evidence• WS 7 – research projects—short and extended—solving a problem, synthesize multiple sources• WS 9 – draw evidence from texts to support reflection, analysis, research
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Scope & Sequence

Skills	<ul style="list-style-type: none">• Research skills<ul style="list-style-type: none">○ 9th: Teacher provides evidence (or some evidence) & focus on how to find credible sources and look for biases.○ 10th: ½ Teacher provides evidence & ½ student found○ 11th & 12th: Student Found• Link evidence to argument• Counter-argument/argument<ul style="list-style-type: none">○ Rebuttal/Refute• Claims/Counter-claim• Evidence<ul style="list-style-type: none">○ Types of Evidence: academic text, Studies, Electronic Sources, Statistics, Primary & Secondary Sources• Appeals: Ethos, Logos, Pathos<ul style="list-style-type: none">○ Note: Ethos is creditability, authority, and evidences that provides the power to speak = Ethos.• Citations• Logical Fallacies• Debate• Tone• Connotation, denotation, diction• Loaded words• Purpose (author's
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Scope & Sequence

Concepts	<p>Students create an argument: what does text(s) say, develop and defend a position</p> <p><u>NOTES:</u></p> <p>Arguments – Students create an argument “They Say/I Say”</p> <ul style="list-style-type: none">• ERWC Prompts<ul style="list-style-type: none">○ What does Text/do texts say?○ Take and develop a position○ Defend position with reasons (Topic Sentence) & Evidence (Experience, Observations, Academic Texts, Concrete Details)• Students need to know<ul style="list-style-type: none">○ Author’s opinion○ Reading and writing with and against the grain○ Academic vocabulary○ Multiple texts/complex text
Reading Selections	

Scope & Sequence

Writing Task	
Interim Assessment	